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This Week's Forum: Page 47

EDUCATION WEEK

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Ind. Firm's Offer To Fund Tuitions Stirs Schools' Ire

Hundreds Seek Slots in Private Choice Program

By Jonathan Weisman

In pledging to provide $1.2 million to poor parents who wish to send their children to private schools, an Indianapolis insurance company has sparked a citywide debate over parental choice and business's role in education.

The Golden Rule Insurance Company announced last month that it had established the CHOICE Charitable Trust to cover up to half the tuition tab—up to $800 per student— for 500 underprivileged 1st through 8th graders at the private or parochial school of their parents' choice.

Golden Rule's contribution was to be used this year to help send 250 public-school students who qualify for free or reduced-price lunches to private schools and to lighten the tuition burden of another 250 already enrolled in private education.

Because of the overwhelming response, however, Golden Rule has already expanded the program to cover 686 students, half

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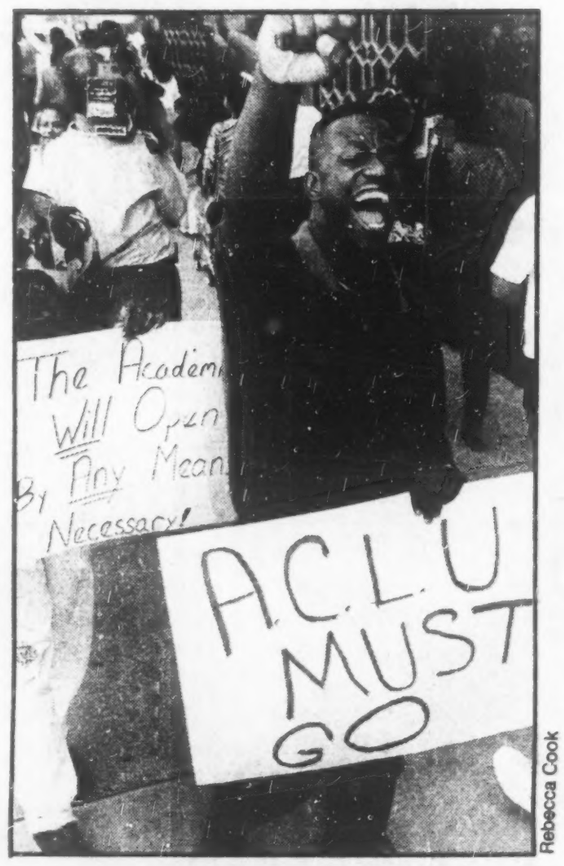

Rebecca Cook

Angry demonstrators protest the A.C.L.U.'s role in trying to force Detroit's new all-male academies to admit girls.

Under Court Order, Girls Admitted To Schools for Black Boys in Detroit

By Mark Walsh

DETROIT—Faced with a federal court order, the Detroit Board of Education last week agreed to admit girls to three new schools that had been designed to meet the special needs of the city's African-American boys.

School-board members vowed, however, to continue a legal battle to win the chance to experiment with using all-male schools they say would help rescue a generation of boys from the risks of impoverished, inner-city neighborhoods.

"There is a demonstrated commitment from the community for us to go as far as we need to go to make sure male academies are an option," said Lawrence C. Patrick Jr., president of the school board, during an emotional meeting Aug. 27 at which an overflow audience of parents and community leaders urged the board to press its case to establish the all-male schools.

The three schools—Malcolm X, Marcus Garvey, and Paul Robeson academies—opened a day late on Aug. 28, with the 559 male students and one female student who originally were accepted, as well as two girls who had been on a waiting list. Other girls will have at least a week to apply for 136 new slots.

The school board's decision to continue fighting a suit that challenged the all-male schools, filed on behalf of a Detroit mother with three daughters, promises to intensify the national debate over the idea of tailoring special classrooms or schools to address the needs of black and other minority males.

"We in the African-American community are quite distressed and quite desperate to turn around a generation of African-American children," said Spencer H. Holland, director of the Center for Educating African-American Males at Morgan State University in Baltimore.

Mr. Holland is an originator of the concept of separate classes for minority boys taught by a man who can serve as a role

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Motor City 'Miracle': 3 Interfaith Schools Open Doors

By Mark Walsh

DETROIT—This city's Roman Catholic spiritual leader last week called it a "miracle" that not one but three interfaith private schools were opening here less than a year after he had first suggested the idea.

Last October, Archbishop Adam J. Maida challenged Detroit's religious, education, and business leadership to collaborate on an unprecedented joint venture: an interdenominational school to serve inner-city children.

"Such a school would not be a threat to the public school system," the newly installed prelate said then in a speech to the local Economic Club, "but an alternative model, not only for education, but a model that could be applied to other endeavors in making all things new again."

The three campuses of the Cornerstone Schools, as they are called, welcomed their first pupils on Aug. 26. Two of the schools opened in previously closed Catholic-school buildings; the third was converted from an existing Christian academy. Initial enrollment totals 170.

The schools are believed to be the first such interdenominational system to open with the backing of both Catholic and Protestant religious leaders.

Organizers say they envision the schools as "centers of hope" for underprivileged families here. The three institutions combine several of the characteristics of traditional Catholic schools—rigorous academics, discipline, and a strong moral base—with an ecumenical approach to Christian education, a lengthened school year, and educational opportunities for parents.

By bringing together a diverse array of religious faiths and business and civic interests, the founders say, the Cornerstone Schools can help fuel the process of renewal for this chronically distressed city.

"The front pages of our national newspapers portray the city as being in big trouble," Archbishop Maida said in an interview last week. "But I think there is an awful lot of hope."

"These schools are a positive response to the problems we have," he said.

Though they have not generated the same controversy, the mission of the Cornerstone Schools has much in common with the goals voiced by the Detroit Board of Education in its effort to launch three African-centered public academies for young black males. *(See story above.)*

Continued on Page 24

New-Schools Group Rethinks Its Strategy To Cast a Wider Net

By Jonathan Weisman

ARLINGTON, VA.—Responding to concerns from educators and philanthropists, the New American Schools Development Corporation has decided to cast a wider net to snare more ideas on how to revamp the nation's schools, but to commit far fewer initial dollars to the research effort.

Rather than offering three to seven research grants of up to $30 million each, the group now plans to award 20 to 30 contracts that would be much smaller than originally planned.

The new-schools corporation, a private, nonprofit organization proposed by the Bush Administration as part of its America 2000 education package, was launched this summer to raise $200 million from the private sector to spur the radical transformation of the country's schools.

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Also in the news

11 **Asbestos Alert**
More than one-third of schools complying with federal law did substandard inspections, a new report says.

Events in the U.S.S.R. Outpace School Curricula and Textbooks

By Debra Viadero

The dramatic changes unfolding in the Soviet Union have riveted the world's attention on a region that, in the view of many educators, has gotten uneven coverage in U.S. classrooms in recent decades.

While the number of precollegiate students enrolled in Russian-language classes has increased significantly since the dawn of perestroika in the mid-1980's, the extent to which children are learning about the history and culture of the Soviet Union is much more difficult to gauge.

Educators interviewed last week said that textbooks dealing with the Soviet Union are often relics of the Cold War, with information hopelessly out of date and language reflecting the anti-Communist sentiments of that era.

Instead, they said, teachers who try to incorporate current events into their lesson plans—such as last month's failed coup against President Mikhail S. Gorbachev or the spiraling calls for indepen-

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Reuters/Bettmann

Crowds gather in Moscow late last month to celebrate the failed coup against Soviet President Mikhail S. Gorbachev.

IN SUMMARY

A New Low
The College Board reports that average verbal scores on the Scholastic Aptitude Test have reached an all-time low, and average math scores have declined for the first time since 1980. **Page 5.**

Banding Together
The leaders of more than 33 national subject-matter groups last week agreed to form a permanent organization to put curricular issues at the forefront of education reform. **Page 14.**

Transforming Teacher Training
Eight universities from across the nation have committed themselves to radically reforming their teacher-education programs in accord with the ideals of John I. Goodlad. **Page 18.**

Scouting Controversy
A new Boy Scout self-esteem curriculum for use in schools is drawing fire from groups angry that its instructors must not be homosexuals or atheists. **Page 22.**

Financial Probe
The Tennessee state comptroller is reviewing several financial transactions completed during Secretary of Education Lamar Alexander's tenure as president of the University of Tennessee. **Page 37.**

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Events and Index Supplement

A special pullout section listing education conferences for 1991-92 and containing the index to *Education Week*'s Volume X.
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FORUM

The National Association of Professional Educators
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ACROSS THE NATION

NATIONAL

K-12 Enrollment, Budget Continue To Grow, Annual Forecast Says

Total education spending in the United States during the 1991-92 school year will hit a record $414 billion, a 5.5 percent increase over last year, the U.S. Education Department predicts in its annual back-to-school forecast.

For their part, elementary and secondary schools—public and private—are expected to spend about $249 billion this year, up 5 percent from the $237 billion they spent in 1990-91.

Per-pupil spending in public elementary and secondary schools (including current expenditures, capital outlays, and interest payments on school debt) is expected to reach a high of $5,961 this school year, up $213 from $5,748 last year. In constant 1990-91 dollars, however, the figure is $5,702, a decrease from last year's figure, and the first decrease in recent memory.

Elementary and secondary school enrollment is expected to total 46.8 million, up from 46.2 million last year. Most of the increase will come in elementary enrollment, which should climb 500,000 to 34.3 million. Secondary enrollment is expected to increase only slightly, from 12.4 million to 12.5 million.

The department also reports that more parents are sending their children to preschool. Enrollment of 3- and 4-year-olds grew 44 percent—from 2.3 million to 3.3 million—between 1980-81 and 1990-91.

College enrollment continues to increase, fueled largely by a jump in the number of students over age 24. Students in that age group increased from 4.5 million in 1980 to 6.0 million in 1990, the report says.

The report also predicts that:

Most precollege enrollment growth is expected in the West, with only slight increases elsewhere.

- The average public-school teacher will earn $34,814 this year, approximately 5 percent more than last year. Adjusted for inflation, the figure is $33,301.
- One in four Americans will be involved in education as a student, teacher, administrator, or support-staff member.
- Some 2.4 million students will graduate from high school, down from 2.5 million last year.

■ **The 1990-91 school year saw 229 incidents in which groups tried to remove or restrict learning materials in the public schools,** a 20 percent increase over the previous year, according to a report released by a national advocacy group last week.

The report, "Attacks on the Freedom to Learn," was the ninth annual summation compiled by People For the American Way, and officials of the liberal watchdog organization said it found more censorship attempts last year than in any previous year.

Incidents were documented in 45 states, with the Western region slightly leading the Midwest and Southern United States in censorship attempts.

Most often targeted was the whole-language reading series "Impressions," but other materials attracting the censors' attentions included *Little Red Riding Hood*, *The Adventures of Huckleberry Finn*, *The Grapes of Wrath*, and even *Webster's Ninth Collegiate Dictionary* for defining allegedly profane words.

According to the report, fully one-third of the requests for removal of materials were successful to some point. ■

STATES

S.R.E.B. Studies Examine State 'Report Cards,' Dropouts

Statewide "report cards" gauging public-school performance are growing in popularity across the South but are taking various forms, according to a report by the Southern Regional Education Board that examines the characteristics of such systems in 15 states.

While such reports typically offer a general background profile of each school district and its students and teachers, the study found, their approach to measuring student performance often differs. Maryland, for example, limits its measures to state testing-program results and dropout rates. Oklahoma, meanwhile, measures students based on nationally normed test results and dropout figures. Other states combine state tests and college-placement scores. Dropout rates were reported in all of the Southern states surveyed except Alabama, Georgia, Tennessee, and Texas.

In another new report, "Reaching the Goal to Reduce the Dropout Rate," the S.R.E.B. urges states to require districts to set goals for reducing the number of dropouts while raising academic competencies for teenage, at-risk students. The report argues that increased tracking of local dropout rates will focus efforts on bringing the figure down.

The group says examination of state reporting measures is increasingly important.

"As states shift more decisionmaking responsibilities to local school districts, these reports will become even more critical in measuring progress toward education goals," the group notes.

■ **The New York State Board of Regents has rejected a proposal to give some parents vouchers to send their children to private schools.**

In killing the proposal by a vote of 8 to 6, the regents this summer argued that establishing the voucher program would be tantamount to giving up on some public schools.

The proposal had called for the state to give vouchers of up to $3,300 to as many as 5,000 children. To qualify, the children would have to have been attending one of the state's 59 lowest-ranked schools, most of which are in New York City.

The voucher plan had been backed by an association of Roman Catholic schools and opposed by Gov. Mario M. Cuomo and the state teachers' unions. ■

DISTRICTS

Washington State Constitution Bars Student Prayer Groups, Court Rules

A federal judge has ruled that the Washington State constitution prohibits student religious groups from meeting at public schools in the state, even though a federal law upheld last year by the U.S. Supreme Court requires most public schools to treat student prayer groups the same as other clubs.

Ruling in a case filed against the Renton, Wash., school district, U.S. District Judge Walter T. McGovern said that the state constitution's ban on any sectarian influence in the public schools superseded the federal Equal Access Act, the 1984 law that requires federally funded public schools to allow student religious clubs when they also have other student groups not directly related to the school curriculum.

The law was upheld last year by the Supreme Court in its decision in *Board of Education of the Westside Community Schools* v. *Mergens*. The Renton case had previously reached the High Court, but was returned to the lower federal courts for consideration in light of the *Mergens* decision.

Judge McGovern said the supremacy clause of the U.S. Constitution does not bar the Washington State constitution from limiting the application of the Equal Access Act.

"The Supreme Court has consistently held that state courts may interpret state constitutions to be more protective of individual rights than the federal Constitution," the judge wrote in his opinion. The Equal Access Act is "devoid of any manifestation of intent to require schools to violate statutory or constitutional provisions."

A spokesman for the Christian Legal Society, which is backing the group of former students that challenged the district, said the judge's decision may be appealed.

■ **School officials in Derry, N.H., violated the rights of a disabled boy by insisting that, as part of his special-education program, he take drugs to control his disruptive behavior,** a federal judge has ruled.

U.S. District Judge Martin Loughlin ruled on Aug. 1 that Casey Jesson, who has attention-deficit disorder with hyperactivity, is entitled to 7½ months of compensatory education after he finishes high school

Colorful and Cool

What's pink and purple and cool all over? Hypercolor, of course—the latest trend in youth fashion.

Created by the Generra Sportswear Company using a Japanese-invented chemical process, Hypercolor shirts, tank tops, and shorts possess the chameleon-like ability to change color when exposed to heat. Sort of a "mood ring" for your body.

Introduced to stores in March, the sportswear comes in light purple, gray, and orange and is transformed into hot pink, blue, or green when touched, breathed upon, or perspired upon.

And therein lies its appeal to youthful fad-followers, who seem to be quickly snatching up the items.

Asked why she bought her mercurial T, Alexis, 10, of Washington, D.C., succinctly replied, "I like it," and demonstrated her lavender shirt's appeal by blowing on a sleeve and turning it bright pink.

Debbie Polchinoff, a sales assistant in the junior's section of a Virginia department store, commented on the product's hands-on appeal for children and adults alike.

"Kids love playing with them," Ms. Polchinoff says. "They've definitely been buying them for back-to-school wear."

And even though the T-shirts retail for $28, she recounts, "mothers still call in to see if they're in stock."

The coming weeks will tell if the Hypercolor shirts can rival the infamy of last year's Bart Simpson T-shirt, which quickly became the bane of school principals nationwide.

—S.K.G.

S.A.T. Verbal Results Hit All-Time Low; Math Scores Down for 1st Time Since '80

By Robert Rothman

WASHINGTON—Average verbal scores on the Scholastic Aptitude Test dropped this year to an all-time low, and average mathematics scores declined for the first time since 1980, the College Board reported last week.

Announcing the results of the college-admissions test for the high-school class of 1991, board officials also noted that the gap between high-performing and low-performing students appears to be widening.

Although the average scores dropped by two points each—to 422, out of a possible 800, on the verbal section, and to 474 out of 800 on the math section—the scores of those who also took the board's Achievement Tests remained 100 points higher on each part than those of all S.A.T. takers. The Achievement Tests are required for admission at many selective colleges and universities.

Such a gap suggests that there is a "disturbing pattern of educational disparity," Donald M. Stewart, the board's president, said at a press briefing here.

"If the dichotomy continues," he said, "we could end up with a small class of educational elite and an underclass of far less prepared students."

Mr. Stewart noted that the S.A.T. results also included some encouraging signs.

The percentage of test takers who were members of minority groups—28 percent—reached a record level, he noted, although the test scores for minorities showed mixed results.

In addition, officials pointed out, the number of students who said they took academic courses in high school continued to rise. Students in 1991 reported studying a mean of 18.7 course-years in such subjects, up from 18.2 in 1987.

Moreover, said Bill Honig, superintendent of public instruction in California, the overall averages mask genuine improvement in student performance on the test. A closer analysis of the results, he noted, showed that the proportion of the senior class who performed at high levels on the exam has risen steadily since 1983.

Such increases have occurred, he pointed out, even while the number of students taking the S.A.T. has risen.

"If that's our goal, if that's performance, then schools are delivering," Mr. Honig said. "The scores are going up."

"Do I believe kids are scoring at the level they need to score? No," he continued. "It's progress, but not strong enough."

Reversing a Decline

Developed and administered by the Educational Testing Service, the S.A.T. is primarily taken by students in the Northeast and the West Coast, and is used for admissions decisions by many of the most selective colleges and universities.

> *"Wouldn't we have thought that, given all the emphasis on math, there would have been a blip up rather than a blip down?"*
>
> —Donald M. Stewart

Results of the other major college-admissions test, the American College Testing program, which is taken mostly by students in the Midwest and the South, are expected to be released this month.

The S.A.T. report found that last year's drop in the number of test takers appears to have reversed.

In 1990, the number of students who took the S.A.T. declined by 6 percent over the previous year, prompting concerns that colleges may begin to see the effects of the decline in the college-age population.

But in 1991, the number of students who took the test—1,032,685—represented a slight increase over 1990. An estimated 42 percent of the class of 1991 took the test, the report notes.

In addition, the report notes that about 200,000 students took one or more Achievement Tests in 1991, a 1 percent increase over the 1990 total. As with the S.A.T., the number of students who took such subject-matter tests had declined last year.

'Free Fall'

In examining the results of the test, Mr. Stewart noted with alarm the decline in the verbal scores, the fifth straight year such performance has dropped.

"A free fall is taking place," he said. "That's disturbing."

Mr. Stewart also pointed out that average scores on the Test of Standard Written English, a 30-minute multiple-choice test administered along with the S.A.T., reached their all-time lowest level in 1991. The average score on the T.S.W.E. dropped from 42.5 to 42.1 on a 20-to-60 scale, a decline over the previous low recorded in 1981.

The two results reflect the fact that students do not read much, Mr. Stewart suggested.

"We have a national problem of too much TV, too many videos, and a decreasing amount of time spent reading," he said.

But the board president was at a loss to explain the drop in math scores, which have held steady for the past four years.

Lawrence W. Hecht, a senior research scientist for the College Board, cautioned that the one-year drop in math scores could be an aberration.

"A two-point decline over many years of stability could be a statistical blip," he said. "It doesn't necessarily signal a downward trend."

But Mr. Stewart said that the decline comes as a surprise after years of efforts to improve math instruction in schools.

"Wouldn't we have thought that, given all the emphasis on math, there would have been a blip up rather than a blip down?" he asked. "I was taken aback."

Minority Participation

In addition to school factors, board officials noted that the changing composition of the test-taking population could also affect the average scores. A panel that investigated the steep drop in S.A.T. scores during the 1960's and 1970's found that about half the decline was related to the changing population.

Ethnic minorities constituted 28 percent of all students taking the test in 1991, up from 27 percent in 1990 and 13 percent in 1973, the board reported. Although white students' average scores have been declining since 1976, the report notes, whites continue to outperform all ethnic groups on the verbal section, and all except Asian-Americans in math.

The report also states that the substantial gap between whites' and blacks' scores continued to narrow in 1991. Since 1976, one-fourth, or 64 points, of the 258-point difference between whites' and blacks' composite scores has been eliminated, it notes. Moreover, it says, the number of black students taking the test reached an all-time high of 100,209 in 1991.

The report also notes that a record 8 percent of students in 1991 said English was not their first language, and that another 8 percent said they were bilingual.

Such increases could help explain the decline in verbal scores, said Robert G. Cameron, a senior research associate at the College Board. Students who studied English as a second language had an average verbal score 77 points below the national average, he pointed out.

Course-Taking 'Paradox'

Mr. Cameron also noted a "paradox" in the fact that average scores declined at a time when students were taking more academic courses. In general, students who take 20 or more academic courses in high school tend to score 50 points above the national average on each section of the S.A.T., while those who take 19 or fewer courses score below the national average.

Despite the increase in academic course-taking, however, Frederick H. Dietrich, vice president of the board for guidance, access, and assessment services, noted that the number of students who said they took four or more years of English in high school declined from 88 percent in 1987 to 85 percent last year.

The report also found that, as in past years, the average S.A.T. scores of students who said they planned to major in education in college lagged far behind the national average.

But the performance of such prospective teachers declined less sharply than that of others. Such students' average verbal score remained stable, at 406, and their math scores declined by one point, to 441.

Moreover, the proportion of students who said they planned to major in education rose to 8 percent, up from 7 percent in 1990.

Copies of the College Board's report, "College-Bound Seniors: 1991 Profile of S.A.T. and Achievement Test Takers," are available free of charge from the College Board, Box AF, 45 Columbus Ave., New York, N.Y. 10023-6992.

Average Scholastic Aptitude Test Scores, 1976-1991

Year	Verbal			Math		
	Men	Women	Total	Men	Women	Total
1976	433	430	431	497	446	472
1977	431	427	429	497	445	470
1978	433	425	429	494	444	468
1979	431	423	427	493	443	467
1980	428	420	424	491	443	466
1981	430	418	424	492	443	466
1982	431	421	426	493	443	467
1983	430	420	425	493	445	468
1984	433	420	426	495	449	471
1985	437	425	431	499	452	475
1986	437	426	431	501	451	475
1987	435	425	430	500	453	476
1988	435	422	428	498	455	476
1989	434	421	427	500	454	476
1990	429	419	424	499	455	476
1991	426	418	422	497	453	474

Source: The College Board

N.A.A.C.P. Board Stands Behind School Desegregation

By Peter Schmidt

The leadership of the National Association for the Advancement of Colored People has decided to continue the organization's support for school desegregation, despite mounting doubts about the strategy's effectiveness in improving the education of black children.

The policy position by the association's board of directors is expected to be announced in a report this fall.

School desegregation has "too many positive outcomes in the form of a more open and accepting society for the strategy to be abandoned," according to a draft of the report.

The N.A.A.C.P.'s decision comes at a time when many African-American leaders around the country say they have lost faith in school desegregation and are calling for alternatives such as parental-choice programs or all-black schools.

Acknowledging that the educational gains of school desegregation appear elusive, the education committee of the N.A.A.C.P. convened a summit in Little Rock, Ark., last spring to discuss whether desegregation was still feasible.

According to a synopsis of the conference, speakers described the goal of a quality, integrated education for urban black children as appearing "more remote than ever" as a result of white flight, suburbanization, and the exodus of the black middle class from many cities.

But the N.A.A.C.P.'s response should be to adopt new strategies for advancing desegregation, "based on the theory that America should not be let off the hook," the draft report argues.

"Our struggles and successes over the past centuries, and particularly those of the last half century, should not be sacrificed because of the setbacks we have experienced over the past years," the document contends.

The report calls on the association to "seek those measures of relief that are good for all children" and to overcome the problems of resegregation and inequity.

> Goals said elusive, but benefits for society cited.

Unitary Status

New policy guidelines adopted in the draft report call on the association to stand by desegregation suits until districts achieve "unitary status," and to reopen dormant desegregation suits to determine whether unitary status has been maintained.

Unitary status, the guidelines indicate, should be based on the requirement that the achievement gap between the races can be completely eliminated by the staff, faculty, facilities, student assignments, transportation, and extracurricular activities in place.

The U.S. Supreme Court will revisit the issue of unitary status this fall in its first case of the term, *Freeman* v. *Pitts*, concerning the DeKalb County, Ga., public schools. *(See Education Week, Feb. 27, 1991.)*

Along with pursuing desegregation goals, the N.A.A.C.P. should support "reality-based, multicultural education" that "celebrates diversity, yet acknowledges historical truths," the draft report said.

The board also urged its membership to become involved with local coalitions of citizens who seek to improve public education.

The board embraced strategies for school reform advocated by James Comer and the late Ronald R. Edmonds. Mr. Edmonds theorized that all children could learn if schools carefully monitored student achievement, set clear goals and high expectations for performance, and created a safe and orderly climate. Mr. Comer, a professor of psychiatry at Yale University, has emphasized the importance of parental involvement and child-development principles in creating effective schools.

The schooling process, the board said, should be guided by a principal who is the chief instructional leader, as well as by strong parental involvement, clear goals, and the use of needs assessments and frequent testing.

Photopress

Edwin D. Campbell and Barbara Powell of the Coalition of Essential Schools at Brown University speak with Jim Ingram of the National Learning Foundation at the New American Schools Development Corporation's design conference, held last week in Arlington, Va.

based firm, points out, however, that basic research is unlikely to play much of a part in the new-schools endeavor.

"I don't think they are saying that fundamental research into learning shouldn't go on," Mr. Goslin says. "But that's not this game. That's a different game."

'Form Follows Function'

As in many similar conferences with government agencies, participants at the meeting here spent much of their time trying to scope out what kinds of proposals the new-schools corporation might view as acceptable.

Mr. Wallenmaier says he was pleased to learn that the bidders could propose building on innovations that are already in place, such as Maryland's new performance-based assessment system.

"If you had to start from scratch, there's no way in a month and a half you could design a proposal," he says.

Others point out that, to their surprise and delight, the firm plans to place few restrictions on the proposals. In response to many questions, officials from the new-schools corporation and the RAND Corporation, which sponsored last week's conference, said that bidders would have to say how they intend to structure schools, assess student progress, and use materials and technology, among other items.

Mr. Smith of George Washington University warns, though, that the project officials might come under pressure to define what they want to see. He urges them to resist such pressure.

"Being inventors [is a] very stressful way to spend time, because you want to know the answers," he says. "If they are comfortable living with the questions they posed, they have an opportunity to be, at the design level, successful."

John Henry Martin, the well-known developer of computer-literacy programs, such as "Writing to Read," predicts that the corporation's flexibility will lead to a better set of proposals. The bidders should indicate, he says, how school structure, teacher preparation, and other factors would contribute to the outcomes they seek.

"Form follows function," Mr. Martin says. "Function determines teacher education. Function determines space."

In addition to learning about the bidding process, participants at the meeting here also spent many of their after-conference hours hooking up with other potential bidders in hopes of forming consortia.

Schools' Role

Although many large concerns could submit bids on their own, some of the smaller companies must form links with other firms in order to come up with a design, Mr. Martin notes.

"It's going to take at least a half-dozen specialists" to put together a proposal, he says.

Floretta D. McKenzie, a Washington-based education consultant and a former superintendent of the District of Columbia public schools, adds that school districts could be vital partners in the consortia. Although few districts were represented here, she notes, those who did attend were offering to be parts of design teams.

"It's difficult for school people to see how they fit into a design team," Ms. McKenzie says. "But they are ready to be test sites for models that are developed."

Samuel B. Husk, executive director of the Council of the Great City Schools, points out that the request for proposals emphasizes that the designs must be adaptable to different settings.

"They are not looking for models no consumer is going to buy," he says.

Because of their freedom from regulations, private schools offer ready-made laboratories for innovative ideas, argues Joyce McCray, executive director of the Council for American Private Education.

"Without question," she says, "private schools have fewer of the impediments to change that exist in such rigid ways in the public sector."

Mr. Smith warns that such impediments may be the biggest roadblocks the project faces. As a member of the U.S. House of Representatives, Mr. Smith last year sponsored legislation that would have allowed schools some freedom from regulation in exchange for assurances of performance.

"When you get done with all the grand design, all the budgeting, and all the education thought," he says, "the issues of being able to negotiate regulatory change and change with faculties in schools are the two most ticklish and important hurdles any major change proposals have to overcome."

"I hasten to add," he continues, "I think it can be done."

Mr. Husk says that union contracts and regulations may not be as restrictive as some reformers fear. Several districts, notably Pittsburgh, Dade County, Fla., San Diego, and others, have "broken the mold" in union contracts, he notes, while federal programs permit more innovations than some policymakers are aware of.

"Maybe what will come out of this is exploding myths regarding regulations, and finding out they are not as inhibiting as they are made out to be," Mr. Husk says.

But the project's greatest benefit, Ms. McCray suggests, would be to unleash some of the creative ideas that have not yet made their way into schools.

"This provides a place for ideas to go," she says. "They've been out there. People have them."

"We absolutely have to do something dramatic," Ms. McCray adds. "This is a new kind of way to get different people thinking about it." ■

Q. The studies also found that arts instruction enhanced students' critical-thinking abilities. Do you have evidence that these abilities transferred from the arts to other subjects?

A. No. That's one area that has eluded researchers as long as there has been education research.

What students do wish for—in narratives and logs—is that other subject areas are taught in the same manner arts are taught, through self-analysis and self-discovery. [When teaching is conducted] didactically, many young people are not able to learn as effectively as when they are actually doing something and critically analyzing it, having their own work analyzed and analyzing others'.

Q. You point out that your studies were primarily conducted in individual classrooms by teachers. Some researchers have criticized that methodology, saying it does not produce results that are applicable more generally. Why do you think such studies are valuable?

A. It makes the research immediately practical. The issues teachers confront every day are better identified by them and studied by them, rather than the traditional way [of having university researchers] coming in from the outside. The results [of traditional research methods] have occupied shelves and file cabinets for years, and have never been put to immediate use. . . .

That doesn't mean universities don't have a role. They can guide research, and make teachers better users of research. . . . I have no use for the view teachers cannot or should not do this. The only thing distinguishing teachers from others is their placement in a university, either as doctoral students or faculty.

Q. Some educators have said that the problem in the arts is not the programs, but public support. Do you agree?

A. Yes, but the chief problem is the program. If it is designed principally to deal with talent—in music, only those who participate in performing groups, in art [those with high ability]—then it doesn't deserve public support. The perception is that these are the only arts teachers want to do. They don't want to deal with the other 99 percent, who will use art throughout their lives.

There is a critical omission in arts education: a lack of understanding. Public support comes when the product reaches the majority of children and, therefore, the majority of parents. One causes the other. . . . It's not that the public doesn't want the arts. It's that the public doesn't see the arts as currently carried out in school as meeting the needs of kids. ■

DIMENSIONS

Estimates of Foundation Support of Education Research, 1989

	All Grants	Education	Research
BellSouth Foundation	3,333,333	3,333,333	0
Bingham Foundation	1,202,860	508,360	24,000
Buhl Foundation	2,208,050	1,138,850	36,500
Bush Foundation	19,637,741	9,749,241	144,080
Carnegie Corporation of New York	39,984,558	14,535,240	3,178,000
Clark Foundation	24,176,140	6,067,087	585,000
Danforth Foundation	4,424,363	3,273,045	43,000
Exxon Educational Foundation	35,351,000	33,701,942	5,236,561
Ford Foundation	164,500,000	28,928,095	334,000
Foundation for Child Development	1,992,817	446,311	144,237
Grant Foundation	6,655,431	1,586,080	1,439,557
Hewlett Foundation	39,544,508	13,078,500	1,933,000
Joyce Foundation	12,270,454	3,461,331	367,760
Kellogg Foundation	67,841,562	21,112,087	0
Lilly Endowment	76,117,761	26,241,561	3,378,936
MacArthur Foundation	151,703,000	6,917,459	2,472,532
Mailman Family Foundation	743,795	238,564	50,000
McDonnell Foundation	17,301,482	761,806	493,386
Andrew W. Mellon Foundation	71,736,535	36,907,150	2,112,000
Richard King Mellon Foundation	42,408,166	7,284,000	25,000
Metropolitan Life Foundation	10,455,733	2,626,210	0
Mott Foundation	38,268,173	3,823,565	180,000
Pew Charitable Trusts	146,650,300	34,619,500	4,137,500
Prudential Foundation	14,286,966	2,045,045	50,000
Rockefeller Brothers Fund	6,421,100	550,000	0
Rockefeller Foundation	54,914,031	7,681,532	544,832
Southwestern Bell Foundation	15,600,000	3,472,123	0
Spencer Foundation	8,895,122	8,895,122	8,895,122
TOTALS	**1,098,760,010**	**272,377,139**	**36,753,743**

Source: National Academy of Education

For further information, see the academy's report, *"Research and the Renewal of Education"*.